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Survey Of Educational Support For Low-Income, At-Risk Middle School Students In Champaign-Urbana Public Schools

Evelyn Burnett Underwood

Eastern Illinois University

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SURVEY OF EDUCATIONAL SUPPORT SERVICES
FOR LOW - INCOME, AT - RISK MIDDLE SCHOOL
STUDENTS IN CHAMPAIGN - URBANA PUBLIC SCHOOLS

UNDERWOOD

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SURVEY OF EDUCATIONAL SUPPORT SERVICES FOR LOW-INCOME, AT-RISK

MIDDLE SCHOOL STUDENTS IN CHAMPAIGN-URBANA PUBLIC SCHOOLS

(TITLE)

BY

EVELYN BURNETT UNDERWOOD

SPECIALIST IN EDUCATION FIELD EXPERIENCE

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF
SPECIALIST IN EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

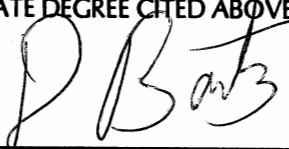
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DEPARTMENT HEAD

DEDICATED TO:

My dear husband, Bishop King James Underwood

My dear mother, Mrs. Sallie Miller Hunter

My dear children, James Lee Burnett, Jr.

Theodore Burnett

Timothy Burnett

Angela Burnett Patterson

Staff Sgt. Herbert Dwayne Burnett

My dearest friends, Mrs. Melinda R. Carr

Mrs. Gladys E. R. Downing

Mrs. Rosalind D. Lewis

Mrs. Molly McMullen

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Staff in Urbana School District 116
Staff in Champaign Schools, Unit 4
Champaign-Urbana School Districts' Parents

Survey of Educational Support Services for Low-Income, At-Risk Middle
School Students in Champaign-Urbana Public Schools

Evelyn B. Underwood

Eastern Illinois University

Abstract

The purpose of this field study was to (a) identify educational support services and programs for low-income, at-risk middle school students in Champaign-Urbana Public Schools in Illinois, (b) ascertain whether parents/guardians were willing to permit these children to participate in these programs and services, and (c) determine whether teachers would utilize these programs and services. A survey was conducted of human and social service agencies from a data-base of 175 (49 were ones that met the needs of a Champaign-Urbana focus group of at-risk, low-income middle school students), the University of Illinois (99 surveys were sent to departments and selected programs), and Parkland College (41 surveys were sent to department heads, directors, and selected programs).

The services and programs related to middle school age youngsters were tabulated, analyzed, and catalogued. Information was shared with key administrators. Since it was found that the middle schools in Champaign-Urbana used the team approach, meetings were set up with team leaders and facilitators in the middle schools. The writer sought information and ideas for formulating surveys from college professors, administrators, team leaders, teachers, Citizens Concerned with Quality Education (CCQE), and parents. Meetings were held with all of these groups and revisions were made to the instruments reflecting the meaningful input. Assistance with strategies on reaching teachers, parents, and soliciting input from CCQE were sought. A survey was administered to teachers, distributed to teachers, or put in

teachers mail boxes and collected or left with the principal or secretary.

A door-to-door survey of parents was conducted, and the CCQE set up a meeting for parents to complete questionnaires. Results were shared with administrators, counselors, teachers, and parent groups. These results showed that none of the 55 teachers in the four middle schools surveyed said that they would be unwilling to utilize the program and services offered by the University of Illinois, Parkland College and Human and Social Services for their low-income, at-risk students. It was found that 97 percent of the parents of these low-income, at-risk students completing the questionnaire were willing to utilize or take advantage of these programs and services. Two major recommendations were that 1) a follow-up study be conducted once recommendations are in place for one year and 2) at a later date, a similar study be conducted for grades K-5 and 9-12 low-income, at-risk students.

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CHAPTER I

Overview of the Problem

Introduction

This field experience examined the concern that in the last few years there has been a dramatic worsening of social conditions in this country because of the extreme cuts in funding for social programs. Thus, the schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Because students in the middle school age groups (grade levels 6-8) face many more social problems that impact upon their learning, the focus of this field study was on this population.

Statement of the Problem

Millions of school children are currently at risk of academic failure. Children who are low-income and at-risk are hardest hit. Some states are implementing programs that join parents, school, and human and social services programs to help children. Many state legislators are concerned that many of these parents must become aware of services and programs to supplement and enhance the school offerings because there are fewer state and federal dollars for education (Gardner, 1990). Self-help is the order of the day. Identifying programs and services available to these students and making parents/guardians aware of these programs would be of assistance to these parents and students.

In Champaign-Urbana, Illinois, there are significant percentages of low-income middle school students. According to the latest state mandated school report cards, at Edison Middle School the percentage of low-income students is 42.9%, at Jefferson Middle School the percentage of low-income students is 32.4%, at Franklin the percentage is 21.3%, and at Urbana Middle School the percentage is 32.8%.

Limitations of the Study

This field study was limited to identifying no cost or minimal cost services and programs for low-income, at-risk, middle school students in Champaign-Urbana public schools. (Some programs with more than minimal costs which provide for scholarships were included.) Because of the design of the survey instrument sent to the University of Illinois and Parkland College, information was gathered on a broader population; however, this broader population was not addressed in this particular study. The survey of providers was limited to state and local human and social services agencies located in Champaign-Urbana, the University of Illinois, and Parkland College. Questionnaires, survey instruments and/or interviews were conducted using a minimum of 25 middle school teachers and 50 parents. The actual numbers were 55 middle school teachers and 59 parent questionnaires.

Definition of Terms

Listed below are definitions of terms used in this paper.

1. Low-income students--are pupils from families receiving public assistance, residing in public housing and other low-income housing, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced price school lunches.
2. At-risk students--are disadvantaged, underprivileged students who are in jeopardy of academic failure.
3. Middle school students--pupils who are in grade levels 6-8.
4. Supplemental services and programs--are programs and services which are provided in addition to regular offerings by school districts and are generally held after school and on weekends.
5. Support programs and services--are programs and services which aid community parents and children and are offered by institutions of higher education and community agencies.

CHAPTER II

Review of Related Literature

Review of Literature and Research

Much of the research and literature related to support services and programs promulgate collaboration among social services agencies, colleges and public schools because of almost unsurmountable problems and fewer federal, state and local dollars. According to the Health and Human Services Report (1990) and Gardner (1990), legislators, school policy makers, and administrators agree that there will be an increasing need for schools and parents to utilize local human and social services to supplement and enhance the education that is offered by local school systems. The low-income, at-risk students are in the most vulnerable position. Parents of this group must, therefore, acquire the knowledge of the system in order to access these services. Programs and services should be provided that motivate, create self-confidence, rather than dependence, in order for these parents and their students to meet the increased challenges. A team effort will be crucial as the school assumes additional roles and responsibilities (Rist, 1990; Shedlin, 1990). Program coordination and community accountability are important elements in this process of increased collaboration among advocacy services for "difficult to serve" adolescents (Gardner, 1990; Lowery, 1986).

Further, research, literature, proceedings of meetings, and papers reveal that children at-risk of failure in our public schools represent a significant social problem affecting both their own economic future and the economy of the nation. The unemployment rate of high school dropouts is four times higher than for graduates (Kamminger, 1988). Kamminger (1988) reports a study (Levin, 1972 and Catterall, 1985) that indicates that the life-time earnings lost exceed \$200,000 per student who drops out of school and \$200 billion for each class of students across the United States. It is shown that social services costs are substantially higher for persons who have not completed school, ranging from placement of juveniles in alternate care to welfare payments and medical assistance (Imel & Sandoval, 1990; Lontos, 1991; Kirst & McLaughlin, 1990).

Baecher, Cheechelli and Baratta (1989) presented correlates of successful dropout prevention strategies for at-risk children in urban schools at a national research meeting. Linn-Benton Education Service District and ERIC Clearinghouse on Educational Management (1991) are publishing a series of handbooks dealing with at-risk youth in crisis. These handbooks are for collaboration between schools and social services. The sponsoring agency is the Office of Education Research and Improvement in Washington, D. C. The authors of these handbooks contend that today's challenges require a comprehensive community response. Education and human services providers alike are currently being asked to offer a broader range of services to an increasing population of troubled children.

Specifically, at the middle school/junior high level, many urban school districts are looking at special programs and more systematic evaluation of programs as well as school-agencies linked programs (Stevenson, 1990; Pollard & Rood, 1990).

CHAPTER III

Design of the Study

Overview

The purpose of this field study was to identify educational support services and programs for low-income, at-risk middle school students in Champaign-Urbana public schools. An examination of human and social services agencies was conducted by speaking to staff, examining publications and accessing a database of 175 human and social services. Also, a survey was conducted by sending a questionnaire to 99 academic departments and selected programs at the University of Illinois, and 41 questionnaires to all directors and the president of Parkland College. Meetings were held with middle school principals, counselors, team leaders/facilitators and teachers to solicit assistance in formulating a questionnaire to be sent to teachers and parents. Meetings were held with a parent group, Citizens Concerned with Quality Education (CCQE), to seek help in formulating a questionnaire, to gain insight, to seek strategies on reaching parents, and getting them involved in possible programs and services. A teacher survey was formulated to obtain input from teachers.

A personal survey and door-to-door interviews of parent/guardians were conducted. Housing projects including Burch Village and Lakeside Terrace and various other low-income housing areas such as Mansard Square and Parkside were surveyed. Principals, counselors and teachers provided a listing of students whom they believed could benefit from the programs and services.

These programs and services were identified as a result of the surveys and information gathered from the Urban School Improvement Project (USIP) database, the University of Illinois and Parkland College.

Analysis of these data collected on programs and services and the results of the questionnaires from parents (59) and teachers (55) showed that there are programs and services that can assist the schools in meeting the needs of low-income, at-risk middle school age students. It was also evident that teachers and parents were interested and willing to be involved in these programs. Information was shared with administrators, team leaders/facilitators, counselors, the CCQE and other parents. A database and a hard copy were made available to all four middle schools which will be used by principals, counselors, social workers, and team leaders/facilitators to benefit students. This information will also be made available to selected parent groups working through the CCQE.

Sample and Population

The population consisted of parents and teachers of middle school students. The sample consisted of the 55 teachers who participated in the survey and the 59 parents or guardians of low-income, at-risk students from four middle schools (grades 6-8) in Champaign-Urbana, Illinois. Three of the schools were in Champaign Unit 4 School District: Edison Middle School, Franklin Middle School, and Jefferson Middle School. In Urbana District 116, the fourth school was Urbana Middle School.

Data Collection and Instrumentation

A cover letter (Appendix A) and survey instrument (Appendix B) were mailed to 99 academic department heads and heads of selected programs at the University of Illinois. A cover letter (Appendix C) and survey instrument (Appendix D) were sent to 41 Directors and the President of Parkland College requesting information on support programs and services focusing on programs and services for middle school age students. Also access was allowed to a 175 human and social services database at the Urban School Improvement Project at the University of Illinois to gather information on services that focused on middle school students and their families and contact was made using a survey instrument (Appendix E). Survey instruments were designed with the assistance of the field study advisor, professionals at the University of Illinois, and school district administrators. A self-addressed envelope was sent with the Parkland survey using U.S. mail. The University of Illinois letter and survey were sent and returned through campus mail. As a result of meetings with principals, counselors, team leaders/facilitators, teachers, parents and parent groups, a packet was designed which included the following:

1. A letter to team leaders and facilitators (Appendix F).
2. A letter to teachers (Appendix G).
3. A questionnaire to teachers (Appendix H).
4. A letter to Citizens Concerned with Quality Education (CCQE) (Appendix I).
5. A letter to parents (Appendix J).

6. A questionnaire to parents/guardians of low-income, at-risk middle school students (Appendix K).

Several working meetings were held with CCQE members to seek input, and to revise the parent questionnaire. After collaboration with several groups, it was decided that face-to-face contact with parents in the privacy of their homes was the best way to gather these data. In some cases the surveyor decided that it was best to interview the parent, while in other cases the parent was permitted to complete the questionnaire and return to the surveyor while she waited. The names and addresses of the parents and the name of the teacher were optional. The results of the surveys were tabulated manually by the author.

Data Analysis

The data from the University of Illinois, Parkland College and the community Human and Social Services Agencies were compiled and analyzed. Each of the questionnaires from the teachers and parents was compiled, cataloged, tabulated and analyzed by the author.

The analysis of surveys sent to Parkland College and the University of Illinois included determining the following:

1. Whether the return surveys were from a department, agency, or program.
2. Whether the program applied to the focused group, grades 6-8 (the information on other grade levels was not used for this study).
3. The type of programs or services offered.

4. Date, time, and cost of the programs.
5. Eligibility requirements.
6. The status of the program; continuing, temporary or other.
7. The type of staff; professional, field student, faculty, intern, graduate assistant, or other.

The survey of the Human and Social Services Agencies was also analyzed; however, in this instance, the services and programs chosen from the database, and discussions with agencies and publications, were ones that clearly included or were focused on middle school, low-income, at-risk students.

The teacher questionnaire was tabulated by each question. Teachers wrote their names on the questionnaire if they wished to be identified. The only requested information was the name of the school and the grade level taught. There was space assigned for comments for each question. Comments by questions were noted and tabulated.

On the parent/guardian questionnaire, names and addresses were optional. The grade of the student was asked to ensure the students were middle school students. The name of the school that the students attended was also requested.

The questionnaires were separated by school. Each question was tabulated and analyzed. Problem questions were noted for follow-up, clarification, and additional information.

CHAPTER IV

Results

Introduction

The results of the surveys and questionnaires from the University of Illinois, Parkland College, Human and Social Services, teachers, and parents are presented in the tables in this chapter. As noted earlier, 99 departments and selected units at the University of Illinois were surveyed with 33 responding. Table 1 (pages 31-50) shows 19 of the 99 departments and selected units had programs that met the needs of the focus group of low-income, at-risk middle school (levels 6-8) students.

Forty-one (41) surveys were sent to directors of programs and the president of Parkland College with eight responding. Table 2 (pages 51-53) shows four of the 41 directors of programs had programs that met the needs of the focus group of low-income, at-risk middle school (levels 6-8) students. Notes were sent from directors stating that there was one specific department responsible for this age group. That department was the Department of Continuing Lifelong Education, Youth Education Programs.

Table 3 (pages 54-71) shows that of the 175 Human and Social Services Agencies in the database and other contacts, 49 met the needs of the focus group of low-income, at-risk middle school (levels 6-8) students and their families.

Commentary on Teacher Questionnaire

Teachers at all four middle schools were asked to complete a questionnaire (Appendix H) in order to ascertain whether they would be willing to refer their students to programs and services at the University of Illinois, Urbana-Champaign; Parkland College; and Human and Social Services. Seventy (70) questionnaires were given to teachers at four middle schools, with a return of 55 or 79%. The responses received and a summary of comments given to the five questions asked were as follows:

Question #1:

Would you be willing to utilize educational support programs and services for your low-income, at-risk students?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 53 (96) | 0 (0) | 2 (4) | 19 (35) |

None of the 55 teachers surveyed said that they would be unwilling to utilize educational support programs and services. There were 19 comments with a theme of support of helping at-risk students and interest in the programs that would involve these students. A number of teacher comments revealed the following:

1. A belief that low-income, at-risk students had been woefully neglected in view of the resources of the community.
2. A concern about the failure rate of black male students.
3. An interest in programs that provided scholarship.
4. A concern that teachers have meaningful input into programs and services for low-income, at-risk students.

Question #2:

Do you currently have students who may benefit from community/university support services and programs?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 54 (98) | 1 (2) | 0 (0) | 12 (22) |

All but one teacher reported that they had students who might benefit from community/university support services programs. There were 12 comments and all were positive. The central theme was an interest in expanding services to one-parent homes, gifted students, and Department of Children and Family Services (DCFS) wards.

The most significant teacher comments were as follows:

1. Many of the at-risk population would benefit greatly from a quality prevention and intervention program;
2. Students might benefit from support services programs because many are basically on their own and some of them are responsible for younger siblings.
3. Low-income, at-risk students would benefit from those programs that would provide positive self-esteem and attitude adjustment.

Question #3:

Would you refer students to a community/university program or service that would be in line with school policy and procedures?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 55 (100) | 0 (0) | 0 (0) | 16 (29) |

All fifty-five teachers stated that they would refer students to community/university programs and services. The 16 comments, although positive, showed a concern for more information and questions about procedures. Examples of significant comments were as follows:

1. Teachers believed that being in line with school policy and procedures were key elements, and that coordination must be adhered to in order for the programs to be a success.

2. One teacher had been utilizing a support program at the University of Illinois School of Music for many years, and was, therefore, advocating this program.

3. Teachers stated that they would refer students to programs if it were done through school counselors, and if student participation was entirely voluntary.

Question #4:

Do you believe that it would be helpful to have a "hard copy" and a "database" available to principals, counselors, and teachers in each school?

| <u>Yes (%)</u> | No (%) | Neither Yes or No (%) | Comments (%) |
|----------------|--------|-----------------------|--------------|
| 42 (76) | 1 (02) | 12 (22) | 16 (29) |

Most teachers believed that availability and access to a hard copy and a database would be helpful to all concerned. The comments included personal concerns of teachers, interest in either or both a hard copy and/or data base, and a lack of understanding of what was meant by the question. Among the comments were the following:

1. Teachers stated that the need for both a "hard copy" and a "database" would be dependent upon the kind of program set up.
2. Teachers were concerned about "labelling" of kids towards a self-fulfilling prophecy and therefore stated that it depended upon what the hard copy and database contained.
3. With the use of a database/hard copy system, the needs of students would be more programmable and their needs would be met much quicker.

Question #5:

Should counselors or support services staff make information available at team meetings?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 53 (96) | 1 (2) | 1 (2) | 20 (36) |

Only one teacher went on record as opposing counselors or support services staff making information available at team meetings. Although generally the comments were positive, the following concerns were expressed about use of this information:

1. Teachers said that this is a very complex issue and legalities need to be considered.

2. Teachers believed that information should be made available since communication is vital on all levels.

3. Teachers believed that making information available at team meetings would facilitate such a program, and it would provide a good way of getting kids into such programs.

4. Team teachers believed that information should be made available to off-team teachers as well.

Commentary on Parent/Guardian Questionnaire

Sixty-three (63) questionnaires were given to parents/guardians of middle school (levels 6-8) students. Fifty-nine (94%) met the expectations of the focus group of parents of low-income, at-risk middle school (levels 6-8) students.

Parents and guardians of students recommended by counselors and teachers were asked to complete the seven item questionnaire (Appendix K). Also, the writer canvassed the low-income and public housing areas in Champaign-Urbana, Illinois, interviewing parents and guardians who met the herein stated guidelines. Names and addresses were optional; however, parents and guardians were asked to provide the name of their child/children's school and grade in the middle school. Some parents and guardians had more than one child in the middle school.

Question #1

Would you be willing for your child to utilize community/university educational programs and services?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 57 (97) | 0 (0) | 2 (3) | 1 (2) |

Fifty-seven (97%) of the parents completing this questionnaire stated that they would be willing to use educational programs and services offered by the University of Illinois, Parkland College, and Human and Social Services. Only eleven (or 19%) of the 57 parents and guardians saying yes to using these services checked one type. All other respondents checked two or more types of programs and services which they would be willing for their child/children to utilize. Fifty-two parents indicated that they would be willing for their child/children to participate in a math program, thirty-five in tutorial services and art/music program, thirty-three in a science program, fifteen in social/support services programs, thirteen in a humanities program, and four in other types of programs (drama, typing, computer services, and black history).

These results reflected that parent/guardians chose programs for their children that focus upon academic success. Further, parents/guardians seemed to have problems or fears in selecting the social/support services for the family. This was evidenced by the questions asked of the author relating to sharing information about "private lives" or people "getting into their business."

Question #2:

Would you need transportation for your child to/from these programs and services?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 44 (75) | 15 (25) | 0 (0) | 0 (0) |

Three-fourths of the parents indicated that they would need transportation for their child/children to participate in programs and/or services.

Question #3:

Would you be willing to pay for these educational programs and services?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes nor No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|-------------------------------|---------------------|
| 32 (54) | 14 (24) | 13 (22) | 15 (25) |

Thirty-two (54%) of these low-income parents and guardians indicated that they would be willing to pay for these programs and services. There were 15 comments expressing concern about cost of programs. Many parents were concerned because of their income level. Most of these concerns came from single parent households.

Question #4:

Would you be receptive to a partial or full scholarship if one were available for these educational programs and services?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 56 (95) | 1 (2) | 2 (3) | 0 (0) |

Fifty-six (95%) of the parents/guardians responding were receptive to a partial or full scholarship if one were available. Two (3%) of the parents checked neither yes or no, while only one was unreceptive to a partial or full scholarship.

Question #5:

Would you attend informational workshops? If no, please explain.

| <u>Yes(%)</u> | <u>No (%)</u> | <u>Neither Yes or No %</u> | <u>Comments (%)</u> |
|---------------|---------------|----------------------------|---------------------|
| 57 (96) | 1 (2) | 1 (2) | 3 (5) |

Fifty-seven (96%) of the parents/guardians were available to attend informational workshops. One responded no and one said neither yes or no. Significant explanations for inability to attend information workshops were problems related to job, child care and transportation.

Question #6:

Would you be interested in this information being made available to you?

| <u>Yes (%)</u> | <u>No (%)</u> | <u>Neither Yes or No (%)</u> | <u>Comments (%)</u> |
|----------------|---------------|------------------------------|---------------------|
| 54 (92) | 1 (2) | 4 (6) | 0 (0) |

Fifty-four (92%) of parents/guardians responding were interested in information regarding community/university educational programs and services being made available to them. Only one parent said no.

The thirty-six parents/guardians indicated that the best way to get information to them was through the school newsletter while thirty-three indicated a notice from teacher/counselor, twenty through a church bulletin, six a parent group, and four a social service agency. Many parents/guardians checked more than one means of providing information to them.

Question #7:

Which of the educational programs and services do you believe will benefit your child most? (Responses to this question follow:)

| Most Beneficial | Number |
|--|--------|
| Math | 50 |
| Tutorial Services | 25 |
| Science | 23 |
| Art/Music | 20 |
| Humanities | 8 |
| Social/Support Services for the Family | 6 |
| <u>Other:</u> Black History Studies | 1 |

| | |
|---------------------------|---|
| Special projects | 1 |
| Help for Special | |
| Education Students | 1 |
| Spelling/Reading | 1 |
| Computer courses - typing | 1 |
| No answer (none) | 1 |

Although the question asked for the educational programs and services that parent and/or student believed would benefit the child "most", many checked more than one program or service. There is a correlation between the responses to question seven relating to "benefit" and question one relating to "interest" in educational programs and services.

Table 1

University of Illinois Services for Low-Income, At-Risk Middle School Students

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility | Requirements |
|---|---|----------------|---------------------|--------------------|------------|---------|-------------|--------------|
| African-American Cultural Program, 708 Mathews | Black History Month Activities | Continuing | February | Professional/Hired | AM/Early | Free or | None | |
| | | | | Students | Afternoon, | Minimal | | |
| | | | | Graduate student | Weekend, | Charge | | |
| | | | | | Evenings | | | |
| | Performances by combined workshops for youth | Continuing | Through-out year | Same | | | None | |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|----------------|----------------------------|--|---|------|--------------------------|
| School of Social Work 1207 W. Oregon, Urbana | Families are referred by local practitioners to the Family Therapy Seminar and Practicum, SW428 School of Social Work Interns, under the supervision of school district employed social workers, develop and implement a variety of groups for school children. School of Social Work interns, under the supervision of school district employed social workers, work with individual children referred by parents and/or school personnel. | Continuing | Throughout the School Year | Faculty SW420 Graduate Students completing academic year, School of Social Work Internship Students enrolled in SW428 | Scheduled to accommodate parent and child | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|--------------------|---------------------------------|--------------------|------|--------------------------|
| Volunteer Illini Project 270 Illini Union | <p>Friendship - Volunteers are matched with an underprivileged Champaign-Urbana area boy or girl and provide them with support and understanding as a Big Brother/Sister time. Time spent together can range from a trip to the park, to baking, to bowling. The goal of friendship is to cultivate relationships that provide role models and positive influences in the lives of</p> | Continuing | Depends on project | Volunteers from all backgrounds | Depends on project | | |

(Table Continues)

Services

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| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|------------------------------------|----------------|--------|--------------------------------|------|---------|--------------------------|
| Atmospheric Sciences 106 Atmospheric Sciences 105 South Gregory Drive Urbana, Illinois | Popular lectures Demonstrations | Adhoc | Varies | Faculty Graduate Assistants | | No cost | No requirements |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|----------------|-----------|--------------------------------|--------------|---------|--|
| Center for Compound Semiconductor Microelectronics (CCSM) | Bouquet Outreach and Achievement in Science and Technology (BOAST) program. Provide positive role models while stimulating their interest in science and technology. A new outreach for two low income housing projects in Champaign-Urbana currently. | Continuing | Saturdays | Faculty Graduate Assistants | 10 AM - Noon | No Cost | Since a new outreach, CCSM is working only with children from Parkside, Mansard Square, Jefferson/Franklin Schools currently. |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|----------------|------|---------------|------|---------|-----------------------------|
| Cooperative Extension Service 321 Mumford Hall | Printed Materials on Plant and Soil Sciences - Four Units that explore horticulture with various experiments. Extension specialists work with programs that involve youth on a state wide basis. | Continuing | N/A | N/A | N/A | No Cost | Must be 4H Leader/Member |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|-------------------------------------|--|--------------------------|---------------|--------------------------|
| University of Illinois Speech Language Clinic 901 South Sixth St., Champaign | Speech-language evaluations and therapy | Continuing | Daily and Evenings (12 month) | Professional Field Students Faculty Graduate Assistants | 8-5 p.m. and Evenings | Sliding Scale | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|-----------------|--|--------------------------------|-------------------------|--|
| Krannert Art Museum 205 Kinkead Pavilion 500 East Peabody, Champaign | Guided Tours of the Art Museum. Classroom presentations by trained museum docents. A resource center offering loan materials free of charge (individual art pieces, books, posters, prints, slide kits, slide videotapes, touch kits) | Continuing | Ongoing | Professional Faculty Trained | September: Regular Hours | Free | Tours must be scheduled two weeks in advance |
| Dance Department University of Illinois 4-405 KCPA 500 S. Goodwin, Urbana | Lecture-Performance Programs in Dance-Making. Classes in Creative Dance during school day or after school Master classes. | Continuing | Can be arranged | Faculty Field Students Graduate Students | Can be arranged | Whatever one can afford | No Eligibility Requirement |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---|----------------|-----------------|-------------------------------|------|------|--------------------------|
| Department of Civil Engineering University of Illinois 1114 Newmark 205 North Mathews, Urbana | No formal program. Faculty and students have volunteered to provide short programs and activities in local schools on engineering topics (such as bridges, environmental issues, etc.) on an adhoc basis. | Other | Can be arranged | Faculty Graduate Assistant | N/A | Free | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|------|---------------|------|------|--------------------------|
| University of Illinois Department of Geography sent letter about Geographical Alliances headquarter at Illinois State University and subsidized in part by the National Geographical Society Professor Norman Betts, 40 Department of Geography, Geology, Illinois State University Normal Illinois 61761 | Sponsoring workshops for teachers and makes limited instructional materials available to them. | Continuing | N/A | N/A | N/A | Free | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|-----------------------------|---------------------------------------|--|--------------|--|--------------------------|
| Department of Kinesiology - Sports Fitness Program Freer Hall 906 S. Goodwin | Ages 7-12 years old. The sports fitness program is designed to provide instruction in physical education and sports activities. | Continuing (41st Annual) | June 15 - August 7 Mon. - Thur. | Professional Field Students Faculty Graduate Assistants | 1:30 to 4:30 | \$190 First child student \$165 For others they will accept scholarships given by others. | No Eligibility |
| Nuclear Engineering Department 214 Nuclear Engineering Lab 103 S. Goodwin, Urbana | Pre-admission screening (DSC) Drug Abuse-Snowball-School System; Mental Health Center-Teens/Family Counseling | Continuing | Arranged | Professional Interns | Arranged | Sliding Scale | Resident of County |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|-----------------|--|------|---------|--|
| Department of Health and Safety Studies 121 Huff Hall 1206 S. Fourth St., Champaign | Project Drug Free teacher training in cooperation with association of Illinois Middle Schools | Temporary | Aug 11-14, 1992 | Professional Faculty Graduate Assistants | N/A | No Cost | Middle School teachers in C-U associated with schools, principals in project Drug Free |
| Health Services Research Lab Department of Health and Safety Studies 121 Huff Hall 1206 S. Fourth St., Champaign | Assistance in analyzing family life education programs and providing educational sessions as requested. Coordinating with Planned Parenthood and Frances Nelson Health Center efforts to provide services to schools. | Continuing | Arranged | Faculty Graduate Assistants | N/A | No Cost | No Eligibility Requirements |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|---|-------------------------|---|------------------|-----------------------------|
| School of Art and Design 143 Art and Design 408 East Peabody | Creative art classes on Saturday mornings for 12 weeks during both the fall and spring semesters. Creative art classes are offered for two week sessions (eight classes run M, Tu, W, Th) during the summer. | Continuing | Faculty Field Student Graduate Assistant | Dates vary per offering | Fall and spring 8:30 to 10:30 A.M./10:30 A.M. to Noon Summer varies | \$40 per Student | No Eligibility Requirements |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|---|---|------------------------|--|--|
| School of Music 3030 Music Building 1114 West Nevada St. Urbana, Illinois | Illinois Summer Youth Music: (3 sessions) 1) Junior Bands II & III | Summer | July 5-July 17 two weeks (Jr. Band II) | Professional U of I Faculty Other University Faculty Public School Specialists | 6:45 AM to 10:30 PM | Jr. Band II: Resident - \$465 Commuter - \$190 | School teacher or private teacher audition using a preliminary form provided by Illinois Summer Youth Music, grades 7-9. |
| | 2) Jazz Camp | Summer | July 19-July 25 one week (Jr. Band III) | Professional U of I Faculty Other University Faculty | 6:45 AM to 10:30 PM | Jr. Band II: Resident - \$275 Commuter - \$140 | Grades 8-12, 3 years of |
| | | | Aug. 19-25 one week | Professional U of I Faculty | 6:45 AM to 10:30 PM | Resident - \$275 | |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|----------------------------|----------------|-------------|---------------|------------|------------|--------------------------|
| School of Music 3030 Music Building 1114 West Nevada St. Urbana, Illinois | 3) Intermediate Flute Camp | Summer | Aug. 19-25 | Faculty | 6:45 AM to | Resident - | Audition grades 7-9, |
| | | | (One week) | Professional | 10:30 PM | \$265 | 2 years flute |
| | | | | | | Commuter - | experience. |
| | | | | | | \$140 | |
| | 4) Junior Wind Ensemble | Summer | Aug. 5-17 | Professional | 6:45 AM to | Resident - | Auditions, 7-9 |
| | | | (Two weeks) | Faculty | 10:30 PM | \$465 | grades |
| | | | | | | Commuter- | |
| | | | | | | \$190 | |
| | 5) Junior Orchestra | Summer | Aug. 5-17 | Professional | 6:45 AM to | Resident - | Auditions, 7-9 |
| | | | (Two weeks) | Faculty | 10:30 PM | \$465 | grades |
| | | | | | | Commuter- | |
| | | | | | | \$190 | |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|------------------------------------|----------------|-------------------------------|---------------|------------|------------|--------------------------|
| School of Music 3030 Music Building 1114 West Nevada St. Urbana, IL | 6) Junior Strings | Summer | July 5-17 (Two weeks) | Professional | 6:45 AM to | Resident - | Grades 7-8 audition |
| | | | | Faculty | 10:30 PM | \$465 | students 2-4 years |
| | | | | | | Commuter- | of experience. Basic |
| | 7) Junior Chorus | Summer | July 19-25 (One week) | Professional | 6:45 AM to | Resident- | knowledge of the |
| | | | | Faculty | 10:30 PM | \$275; | first three positions. |
| | | | | | | Commuter- | Grades 7-9 |
| | Advanced Piano Camp (Session I) | Summer | June 21-July 3 (Two weeks) | Professional | 6:45 AM to | Resident - | With assistance of |
| | | | | Faculty | 10:30 PM | \$465 | public auditions |
| | | | | | | Commuter- | intermediate, |
| | | | | | | \$190 | advance level grades |
| | | | | | | | 7-12 |
| | | | | | | | |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---------------------------------|----------------|-------------|---------------|------------|------------|--|
| School of Music 3030 Music Building 1114 West Nevada St. Urbana, IL | Piano Camp (Session II) | Summer | July 5- | Professional | 6:45 AM to | Resident - | With assistance of |
| | | | July 17 | Faculty | 10:30 PM | \$465 | public provide |
| | | | (Two weeks) | | | Commuter- | intermediate |
| | | | | | | \$190 | advance level grades 7-12 |
| | Junior Piano Camp (Session III) | Summer | July 19-25 | Professional | 6:45 AM to | Resident - | Audition beginning |
| | | | (One week) | Faculty | 10:30 PM | \$265 | and intermediate |
| | | | | | | Commuter- | levels of |
| | | | | | | \$140 | performance at Junior/Middle School grades 7-9 |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|--------------------------|-----------------------------------|---|----------|---|---|
| Principals Scholars Program 302 East John Street Suite 1400 Champaign, IL 61820 | Comprehensive program offering tutoring, seminars, instruction, career information, parents programs, summer enrichment programs (4 weeks), leadership conference (in Springfield), oratorical competition (in Chicago), College visits and tour, sciences and engineering competition, academic contests and personal development skills. | Academic year and summer | Various times throughout the year | Professional Field Student Faculty Graduate Assistants Volunteers | | None | Students have to be in academic courses and willing to work; parent(s) and student commitment required. |
| The University of Illinois Division of Intercollegiate Athletics 113 Assembly Hall 1800 South First Street Champaign, IL 61820 | Summer Camps* <u>Boys Only</u> -Baseball, Basketball, Football, Passing Camp Tournament, Gymnastics, Speed and Strength, Wrestling | Continuing | June/July | Professional Faculty | One week | Resident less than \$300; Commuter less than \$200 | Ages 9-18 |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|-----------|----------------------|----------|---|--------------------------|
| The University of Illinois Division of Intercollegiate Athletics 113 Assembly Hall 1800 South First Street Champaign, IL 61820 | <u>Girls Only</u> Basketball, Gymnastics, Volleyball | Continuing | June/July | Professional Faculty | One week | Resident less than \$300; Commuter less than \$200 | Ages 8-18 |
| | <u>Co-Ed Camps</u> Cross Country, Golf, Jumps and Pole Vault, Swimming, Track & Field, Tennis, Throws | Continuing | June/July | Professional Faculty | One week | Resident less than \$300; Commuter less than \$200 | Ages 9-18 |
| <p>*The emphasis is on quality at all 17 Fighting Illini Summer Camps. Each program is directed by University of Illinois varsity coaches. Campers will receive the same expert instruction that</p> | | | | | | | |

(Table Continues)

Table 2

Services

Parkland College Services for Low-Income, At-Risk Middle School Students

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| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---|--|--------------------|--|--------------------------|
| Youth Education Programs Department of Continuing Lifelong Education 2400 West Bradley Champaign, Ill 61821 | College for kids was established in cooperation with the Gifted and Talented Coordinators within the Parkland College District 505 to provide challenging educational summer opportunities to advanced 4th to 8th graders. At this time, the program continues to offer challenging educational mini-classes to students of <u>all</u> ability levels. Students can choose to attend a number of mini-classes during the sessions in the summer that instruct and challenge them in a large variety of academic, artistic and athletic content areas. With the two week, daily format, students attend Parkland College as if they were enrolled in a college class; allowing them opportunity to learn and grow in knowledge but also begin considering a | Continuing | Mon.-Thurs., two-week sessions, two hours/day Summer 1992 | Professional Field Student Faculty Other: 50% Public school teachers | 12-2 PM; 2-4 PM | 16 hours x \$4 \$4 per attending hour (minimal from private sources for students based on financial need) | Ability to pay |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|------------------------------------|----------------------------|--|----------------------------|--------------------------------------|--|
| Department of Continuing and Lifelong Education | Students needing extra help in a variety of school subjects and study skills can attend a series of workshops at Parkland College after school and on Saturday mornings. Faculty members will include instruction and assistance over the following topics: homework help, time management, study guides, library work, term papers, reading, writing, grammar aids, mathematics, and science. They will allow for time of training and practice of new and more successful strategies to grade level groupings, 4th and 5th and 6th to 8th. | Beginning Fall 1992 and Continuing | After school and Saturdays | Professional School Teachers Field Students Parkland College Faculty | After school and Saturdays | Approximately \$4 per attending hour | None - two grade level groupings; 4th and 5th and 6th to 8th |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|-------------------|---|-----------------------------|------|--|
| Area Learning Center 2400 West Bradley | Adult Continuing Education, only. However, at the request of local districts, these services could be expanded for other age groups/needs, etc. | Continuing | Call for services | Faculty | N/A | None | None |
| Foster Parent Training Program 2400 West Bradley | Training/Education for foster parents to help them better assess and deal with the problems foster children bring to foster care. Ongoing training on a variety of topics, including drug issues, depressions, behavior management and school abuse. | Ongoing | | Public and private agencies experts in the welfare field. Also experienced foster parents. | Monday PM/Saturday AM | None | Public/private agencies foster parents, professional/para-professional staff, related services providers, such as homemakers, daycare. |

(Table Continues)

Table 3

Human and Social Services Agencies Services for Low-Income, At-Risk Middle School Students and Families

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---|----------------|---------|-----------------------------------|------|------|--------------------------|
| A Woman's Place 505 East Green Urbana, Ill. 61801 | Services and shelter for women and children who are victims of domestic violence. | Current | Ongoing | Professional Volunteers | | N/A | None |
| Champaign County Cooperative 1715 West Springfield Champaign, Ill. 61821 | Educational programs and information for families and consumer economics, home management, housing, clothing, budgeting, nutrition, food, health, child development, and family living. | Current | Ongoing | Professional (Mary Ann Fugate) | | | |
| Champaign Park District 706 Kenwood Road Champaign, Ill. 61821 | Recreation programs; family; education programs | Current | Ongoing | Professional Other | | | Resident |
| Champaign Public Library 505 South Randolph Champaign, Ill. 61820 | Various educational programs for families and students | Current | Ongoing | Professional | | | Resident |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---------------|---|--------------|------|--------------------------|
| Champaign-Urbana Girls Club 1402 West Hill Urbana, Ill. 61801 | Support services for girls, regardless of race, religion, or economic background. | Current | Ongoing | Professional (Fannie Taylor) Other | | | None |
| AIMS Project Initiative 810 West Springfield, Suite 205 Champaign, Ill. 61820 | The Association of Illinois Middle-Level Schools services are designed to meet the needs of those involved in middle-level education success teachers, parents administrators, and prospective teachers. | Current | Ongoing | Professional Barbara Sartain, Coordinator | | None | None |
| BEST After school Program 17 Taylor Street Champaign, Ill. 61820 | Providing tutoring and other after-school activities for school-age children to develop basic skills in Math and English and to build self-esteem, etc. | Current | Academic Year | Professional (Mrs. Jeannette Osler) U of I Students | After school | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---|----------------|---------|------------------------------|------|--------|--------------------------|
| Boy Scouts of America #1 Henson Place Champaign, Ill. 61821 | Develops character, good citizenship, and strong minds and bodies. | Current | Ongoing | Other (Mr. Robert Rydell) | | None | None |
| Canaan Baptist Church 402 West Main Street, Urbana, Ill. 61801 | Provides one-on-one instruction most evenings. Drop-in services also provided for students K-12. | Current | Ongoing | Professional Volunteers | | No fee | None |
| Catholic Social Services 610 1/2 East Park Street, Champaign, Ill. 61820 | Provides family, individual, marital counseling, etc. Also conducts parenting and family life education courses and groups. | Current | Ongoing | Professional Other | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---------|---------------|------|--------|--------------------------|
| Central Baptist Family Service 304 N. Maple, Suite 200, Urbana, Ill. 61801 | Family first program provides in-home counseling, parenting, training, budget counseling, homemaker, services and linkage with other agencies. Homemaker services are also provided for self-referral clients. DCFS Referral Program | Current | Ongoing | Professional | | None | None |
| Child Abuse Hotline 406 East Monroe Springfield, Ill. 62701 | Take reports or suspected child abuse or neglect of children under 18. | Current | Ongoing | Professional | | No fee | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|---------|--|------|--------|--------------------------|
| Children's Home and Aid 1819 South Neil, Suite D Champaign, Ill. 61820 | Provides post family counseling for youths and their families who are experiencing difficulty at home or school or with peers. Operates Roundhouse, crisis shelter for runaway, homeless, or abused youth. | Current | Ongoing | Professional | | None | None |
| Concerned Citizens for a Better Neighborhood Douglass Annex, 804 North Fifth Street Champaign, Ill. 61820 | Pre K-6 - Provides after school tutoring for pre-K to 4th grade children, 5th and 6th grade students served, if well behaved. | Current | Ongoing | Professional Other (Vera Wesley) | | No fee | Well-behaved |
| Cunningham Children's Home 1301 North Cunningham Urbana, Ill. 61801 | Emergency service by referral | Current | Ongoing | Professional Other | | No fee | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|--|-----------------------|--|---------|--------------------------|
| Dental Hygiene Clinic Parkland College 2400 West Bradley, Room L-48 Champaign, Ill. 61821 | Provides oral examinations, oral hygiene instruction, etc. | | Ongoing academic year and summer | Field Students | When college is in open call for hours | No fees | None |
| Department of Children and Family Services 508 South Race Street Urbana, Ill. 61801 | Complete child welfare services for families with children under 18. | Current | Ongoing | Professional | | None | None |
| Don Moyer Boys and Girls Club 201 East Park Street Champaign, Ill. 61820 | Programs for boys and girls designed to prevent delinquency, promote social competency, and help prepare for a successful adult life. Program included health, recreation, guidance counseling, tutoring, etc. | Current | Ongoing | Professional Other | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|----------------|---------|---|------|------|--------------------------|
| Douglas Branch Library 310 East Bradley Champaign, Ill. 61820 | Tutoring and youth support | Current | Ongoing | Professional Other (Judy Barber, Maudie Edwards) | | None | None |
| Douglas Center and Annex 304 North Fifth Street Champaign, Ill. 61820 | Educational after school and Saturday programs. | Current | Ongoing | Professional Other (Barbara McGee, Walter Smith) | | None | None |
| Family Services of Champaign County 405 South State Street Champaign, Ill. 61820 | Counseling for children; clearing house for self-help and support groups. Refers individuals to appropriate groups, helps new groups get started, provides training and consultation to existing groups. | Current | Ongoing | Professional | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---------|------------------------------------|------|------|--------------------------|
| Frances Nelson Health Center 1305 Carver Drive Champaign, Ill. 61820 | Provides educational and social services. | Current | Ongoing | Professional | | None | None |
| Girl Scouts Green Meadows 1405 North Lincoln Avenue Urbana, Ill. 61801 | For girls ages 5-17; emphasizes partnership with an adult. Objective is to inspire girls to become resourceful citizens. | Current | Ongoing | Professional Other (Vida Murry) | | None | None |
| Council of Human Services P. O. Box 2072, Station A Champaign, Ill. 61820 | An association of more than 50 public and non-for-profit organizations that seek to develop and improve human services. | Current | Ongoing | Professional (Barbara Alsop) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|---------|---|------|------|--------------------------|
| Illini Children's Christian Home Drawer A St. Joseph, Ill. 61873 | Group home with family-style living for children ages 2 to 17, provides a structured environment and loving atmosphere for children who, for various reasons, cannot stay in their own homes. | Current | Ongoing | Professional Other (Arvin Moden) | | N/A | None |
| Illinois Center for Citizen Involvement 44 East Main, Suite 208 Champaign, Ill. 61820 | A neighborhood-based delinquency prevention program, provides community organization, advocacy, and development of youth and adult activities, assists adult residents to provide positive role modeling. | Current | Ongoing | Professional Other (Abdul El-Jamal) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|--|----------------|---------|---|------|------|--------------------------|
| Intouch 704 West Washington Street Champaign, Ill. | A community-based, state-funded agency that works toward alcohol and substance abuse prevention. Provides networking for prevention materials, training on prevention strategies to school and community groups. | Current | Ongoing | Professional Other (Maria Chrisagis, Assistant Coordinator) | | None | None |
| JTPA (Champaign Consortium) 605 North Neil Street Champaign, Ill. | Summer youth training and employment | Current | Summer | Professional | | None | None |
| Kiwanis Club 72 Greencroft Drive Champaign, Ill. 61821 | Scholarship for children, and recognition of out-standing students and 4-H leaders. | Current | Ongoing | Professional (Verrollton Shaul) | | None | Outstanding Students |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|-------------------------|-------------------------------------|------|-----------|--------------------------|
| Land of Lincoln Legal 202 West Hill Street Champaign, Ill. 61820 | Provides legal assistance for low income families. | Current | Ongoing | Professional | | | Low-income |
| Lions Club of Champaign-Urbana | Provides eye examinations, eye glasses and hearing aids for needy children and individuals. | Current | Academic year generally | Professional Other | | None | Needy children |
| Lutheran Social Service 313 South Prospect Avenue Champaign, Ill. 61821 | Provides counseling; offers workshops; seminars as well as support groups for parenting and for co-dependent and other dysfunctional families; foster care services. | Current | Ongoing | Professional Other (Liz Slusser) | | None | Problems in the family |
| The Math Program (Champaign) 809 Stratford Drive Champaign, Ill. 61821 | Supplemental and additional math education including K-12. | Current | Ongoing | Professional (Don Cohen) | | Fee based | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---|----------------|---------|-------------------------------|------|-----------|--------------------------|
| The Math Program (Urbana) 504 East Mumford Drive Urbana, Ill. 61801 | K-12 math supplemental program | Current | Ongoing | Professional (Jerry Glynn) | | Fee based | None |
| Matthew House 403 East Park Street Champaign, Ill. 61820 | Helps children with exceptional abilities such as music, dance, tutoring once a week; big brother/big sister program; free meals (daily), etc. | Current | Ongoing | Professional Other | | None | None |
| Mental Health Center P. O. Box 429 600 East Park Street Champaign, Ill. 61820 | Provides counseling and emergency services to children, adolescents and families for severe emotional and behavioral problems, school-related problems, and teen pregnancy. | Current | Ongoing | Professional | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|---|----------------|---------|--|------|------|--------------------------------|
| Operation Snowball, Inc. 809 South Fifth Street Champaign, Ill. 61820 | Problem prevention program based on teen-to-teen interaction. Provides group discussions and information concerning substance abuse, sexuality and life skills, as well as training in peer counseling, leadership skills and group facilitation. | Current | Ongoing | Professional Other (Nan Kraatz) | | None | |
| Planned Parenthood 314 South Neil Street Champaign, Ill. 61820 | Sisters program - teenage girls education program for pregnancy prevention. Male program - program for at risk males; educational and recreational programs; drug prevention male mentors | Current | Ongoing | Professional Other (Judy Davis) Professional Other | | None | At-risk youth At-risk males |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---------|--------------------------------|------|------|-----------------------------|
| Prairie Center for Substance Abuse 718 Killamey Urbana, Ill. 61801 | Comprehensive Chemical dependency treatment 30-day residential treatment, long-term halfway house. | Current | Ongoing | Professional | | None | Need and available space |
| Psychological Services Center 505 East Green Street Champaign, Ill. 61820 | Provides child and adolescent therapy. | Current | Ongoing | Professional Other | | None | None |
| Roundhouse 311 West White Street Champaign, Ill. 61820 | Provides short-term housing and shelter for youth experiencing problems with school, family, drugs or alcohol, sex, peers, abuse, neglect, provides family counseling and crisis intervention. | Current | Ongoing | Professional (Doug Schroer) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|---------|--|------|-----------|--------------------------|
| Sylvan Learning Center 41 East University Avenue Champaign, Ill. 61820 | Provides individualized instruction to students of all ages K-adult. Programs offered include reading, math, english/writing, study skills, algebra, college prep/ACT/SAT and beginning reading. | Current | Ongoing | Certified teachers, positive motivation, friendly encouragement, and experiences of success make all the difference. | | Fee based | None |
| Tuency Prevention Program Regional Office of Education 200 South Frederick Rantoul, Ill. 61866 | Works with school districts, individual students, and parents to identify and implement ways to reduce truancy. | Current | Ongoing | Professional (Betsy Freeman) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--|----------------|------|--|------|------|--------------------------|
| Volunteer Service Project, CHASI 1001 South Wright Street Champaign, Ill. 61820 | Community based volunteer coordinating service for programs and activities that prevent or reduce delinquency or social problems in adolescents. Individual or group tutoring. Serves youth who have been in two or more foster placements. Volunteers also serve at Roundhouse, a temporary crisis shelter for homeless and runaway youth. Provides one-to-one friendship and role modeling to youth who can benefit from attention of a caring volunteer. | Current | | Professional Other (Bobbie Fein, Deloris Evans) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|--|---|----------------|---------|---|------|-----------|--------------------------|
| YMCA McKinley Family 500 West Church Street Champaign, Ill. 61820 | Swim instruction, family swim, and other activities and outings, sports, fitness classes, etc. | Current | | Professional | | Fee based | None |
| YMCA, University of Illinois 1001 South Wright Street Champaign, Ill. 61820 | Tutoring available, request forms may be picked up in the office. | Current | Ongoing | Professional Graduate Assistant Other | | None | None |
| Single Parents in Champaign 2400 West Bradley Champaign, Ill. 61821 | Provide opportunities for single parents, homemakers and teens to achieve academic goals and financial self- sufficiency. Services include information and referral, child care and transportation to classes. | Current | Ongoing | Professional Other (Ms. Kay Smoot) | | None | None |

(Table Continues)

| Department/Address | Program/Services Offered | Program Status | Date | Type of Staff | Time | Cost | Eligibility Requirements |
|---|--------------------------|----------------|---------|--------------------------|------|---------|--------------------------|
| Child Disability Clinic 602 West University Avenue Urbana, Ill. 61801 | Card Clinic Pediatrics | Current | Ongoing | (Ms. Shirley Gillman) | | Minimal | None |

CHAPTER V

Conclusions and Identified Needs

Conclusions

In the last few years there has been a dramatic worsening of social conditions in this country because of extreme cuts in funding for social programs. Public schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Research and literature related to support services and programs has advocated collaboration among social services agencies, colleges, and public schools because of almost unsurmountable problems and fewer federal, state, and local dollars. It was found that there was an increasing need for schools and parents to utilize higher education and local human and social services to supplement and enhance the education that is offered by local school systems. Low-income, at-risk students have been reported as being in the most vulnerable position because parents/guardians of this group do not have the knowledge of the workings of the system in order to access these services.

Comprehensive, relevant, programs and services were identified as a result of the surveys sent to the University of Illinois and Parkland College, as well as the database of human and social services. The wide range of special programs and resources available was consistent with the concept of programs to supplement and enhance the

school offerings and assisting parents/guardians to become knowledgeable and empowered toward self-help.

These programs also were relevant by helping families to receive assistance to meet the challenge of problems that impact upon their students' learning. These programs and services such as "College for Kids", Summer Youth Music, "Sisters" and Principal's Scholars can enhance the academic program, raise aspirations for greater achievement and, therefore, assist in promoting more promising futures for those students who would otherwise have little opportunity to succeed.

Conclusions of the study revealed that teachers surveyed from all four middle schools (grades 6-8) in Champaign-Urbana, Illinois were willing to refer their low-income, at-risk students to program and services at the University of Illinois, Parkland College and Human and Social Service agencies. None of the 55 teachers surveyed said that they would be unwilling to use these support programs and services. Teachers believed that counselors and other support staff should assist in the process. Team leaders/facilitators believed these programs and services could serve to motivate, encourage, and build self-esteem of these students.

It was found that 57 (97%) of the parents completing the Parent/Guardian Questionnaire were willing to use these programs and services offered by the University of Illinois, Parkland College, and Human and Social Services. Thirty-two

(54%) of these low-income parents/guardians were willing to incur some cost for their at-risk students to participate in these programs and services.

Identified Needs

Based upon the data and results of this survey, the following needs were identified:

1. A need to assist in obtaining necessary funds to cover cost of programs.
2. A need to orient low-income, at-risk middle school students and their parents to available programs and services offered by the University of Illinois, Parkland College and other social services.
3. A need to assist low-income, at-risk middle school age students and their parents in taking advantage of the remarkable resources located at their doorstep.
4. A need to assist in creating a climate in which low-income, at-risk students will feel comfortable in attending a concert or a play at the Krannert Center for the Performing Arts, visit the World Heritage Museum or the Krannert Art Museum, and take advantage of the nation's third largest research library, etc.
5. A need to encourage principals, counselors, social workers, and team facilitators/leaders to communicate with classroom teachers about the services and programs available and procedures to follow to gain access.
6. A need to provide telephone numbers to principals for the use of teachers/counselors/social workers in calling for additional information about available programs and services or updating information about these programs and services.

7. A need for immediate contact with parents who have evidenced a good feeling about the school and their children participating in these programs and services to encourage further involvement with other areas of the school community.
8. A need to conduct a post study to determine the number of students who actually participated in these programs and services.
9. A need for the public school staff to continue to collaborate with the Citizens Concerned with Quality Education (CCQE) in order to obtain directions and evolving needs of parents and students.
10. A need to provide all of the responses about services and programs for K-5 and 9-12 students to the CCQE to keep in its database and to provide to school personnel.
11. A need for expansion of programs and services to K-5 students to prevent educational and social problems from developing in middle school students.
12. A need to utilize parental contacts and subsequent referral of students to these programs and services by teachers as a vehicle for better communication between home and school.
13. A need for a similar study to be conducted for low-income, at-risk students in grades K-5 and 9-12.

A follow-up study needs to be conducted once the needs listed above have been satisfied for a year. Special efforts should be made to utilize University of Illinois faculty, students, staff, programs, and resources to assist low-income, at-risk middle school age students and their families.

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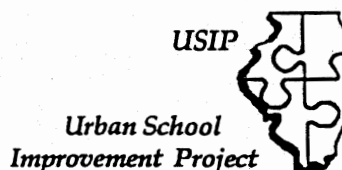
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Appendix A

Cover Letter to University of Illinois

University of Illinois
at Urbana-Champaign
College of Education
Department of Curriculum
and Instruction
(217) 333-1844, 244-4742
FAX 217-244-4572



Frederick A. Rodgers
Director
USIP
315 Education Building
1310 South Sixth Street
Champaign, IL 61820-6990
e-mail:
usip1991@ux1.cso.uiuc.edu

April 21, 1992

Dr. Tim L. Wentling
Head
Vocational and Technical Ed. Department
347 Education Building
MC-708

Dear Dr. Wentling:

In the last few years there has been a dramatic worsening of social conditions in this country because of the extreme cuts in funding for social programs. Thus public schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Some states are implementing programs that encourage parents, school, university, and human and social service programs to work together to help children. State legislators are concerned that parents become aware of programs and services to supplement and enhance the school offerings because there will be fewer state and federal dollars for education. Self-help is the order of the day.

We are interested in gathering information about programs and services that public school leaders and parents can have access to in order to assist students. Although we are seeking information about programs and services for all public school students, we will be focusing on the middle school age group (grades 6-8) just because they face more social problems that impact their learning. We will then expand to pre-school through grade 5, and grades 9-12.

Please complete this survey and return it to USIP. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in dark ink, reading 'Frederick A. Rodgers'. The signature is written in a cursive style with a large, prominent 'F'.

Frederick A. Rodgers
Professor
Director, Urban School Improvement Project

A handwritten signature in dark ink, reading 'Evelyn Underwood'. The signature is written in a cursive style with a large, prominent 'E'.

Evelyn Underwood
USIP Associate and
Graduate Student

Enclosure

Appendix B

Survey to University of Illinois

1991-92 SURVEY OF
EDUCATIONAL SUPPORT SERVICES AND PROGRAMS
FOR URBANA-CHAMPAIGN PUBLIC SCHOOL STUDENTS

Department/Agency/Program _____

Age Group(s) Programs Apply to: Pre-school-5th grade _____

6th-8th grade _____

9th-12th grade _____

Programs/Services Offered: _____

Date: _____ Time: _____

Cost _____

Eligibility Requirements _____

Status of Program: Continuing _____

Temporary _____

Other _____

Type of Staff: Professional _____

Field Student _____

Faculty _____

Intern _____

Graduate Assistant _____

Other _____

Appendix C

Cover Letter to Parkland College

University of Illinois
at Urbana-Champaign
College of Education
Department of Curriculum
and Instruction
(217) 333-1844, 244-4742
FAX 217-244-4572



Frederick A. Rodgers
Director
USIP
315 Education Building
1310 South Sixth Street
Champaign, IL 61820-6990
e-mail:
ustp1991@ux1.cso.uiuc.edu

May 7, 1992

Mr. Victor B. Cox
Department Chair
Natural Sciences
Parkland College
L 117
2400 W. Bradley Avenue
Champaign IL 61821-1899

Dear Mr. Cox:

In the last few years there has been a dramatic worsening of social conditions in this country because of the extreme cuts in funding for social programs. Thus public schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Some states are implementing programs that encourage parents, school, university, and human and social service programs to work together to help children. State legislators are concerned that parents become aware of programs and services to supplement and enhance the school offerings because there will be fewer state and federal dollars for education. Self-help is the order of the day.

We are interested in gathering information about programs and services that public school leaders and parents can have access to in order to assist students. Although we are seeking information about programs and services for all public school students, we will be focusing on the middle school age group (grades 6-8) just because they face more social problems that impact their learning. We will then expand to pre-school through grade 5, and grades 9-12.

If possible, please complete this survey and return it to USIP within the next two weeks. Thank you in advance for your cooperation.

Sincerely,

Frederick A. Rodgers
Professor
Director, Urban School Improvement Project

Evelyn Underwood
USIP Associate and
Graduate Student

Appendix D
Survey to Parkland College

1991-92 SURVEY OF
EDUCATIONAL SUPPORT SERVICES AND PROGRAMS
FOR URBANA-CHAMPAIGN PUBLIC SCHOOL STUDENTS

Department/Agency/Program _____

Age Group(s) Programs Apply to: Pre-school-5th grade _____

6th-8th grade _____

9th-12th grade _____

Programs/Services Offered: _____

Date: _____ Time: _____

Cost _____

Eligibility Requirements _____

Status of Program: Continuing _____

Temporary _____

Other _____

Type of Staff: Professional _____

Field Student _____

Faculty _____

Intern _____

Graduate Assistant _____

Other _____

Survey for Human and Social Services

Department/Agency/Program _____

Programs/Services Offered _____

Test: _____

Eligibility Requirements: _____

| | | |
|---------|---------|----------------------------|
| Status: | current | will start at a later date |
| | other | |

ates:

Lines: _____

Type of Staff: Professional/Field Student/Faculty/Intern/Graduate Assistant/Other

Telephone: 367-8215.

May 1992

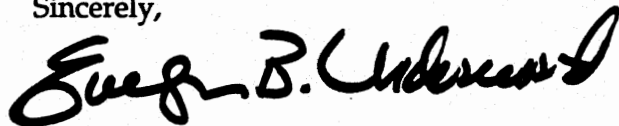
Dear Team Leader/Facilitator:

I have sent the attached letter, along with the attached survey, to department chairpersons and directors at the University of Illinois at Urbana-Champaign and Parkland College to identify educational enrichment services available in the local community.. Information on programs and services are being returned at this time. Once these programs and services are tabulated, analyzed and catalogued they will be made available to schools parents and organizations.

At this time, I am asking you to assist me in determining the most appropriate questionnaire to send/administer to teachers to ascertain whether they would be willing to utilize these programs and services for their students which will serve to enhance and enrich the regular school offerings.

These are proposed questions for the questionnaire, please add or delete as you choose. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Evelyn B. Underwood". The signature is fluid and cursive, with a large, stylized initial "E".

Evelyn B. Underwood
Graduate Student

Appendix G
Letter to Teachers

May 1992

Dear Teacher:

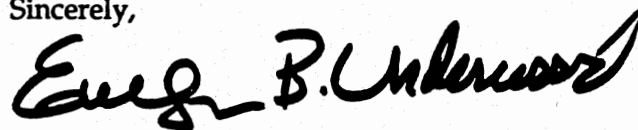
In the last few years there has been a dramatic worsening of social conditions in this country because of the extreme cuts in funding for social programs. Thus public schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Some states are implementing programs that encourage parents, schools, universities, and human and social service programs to work together to help children. State legislators are concerned that parents become aware of programs and services to supplement and enhance the school offerings because there will be fewer state and federal dollars for education. Self-help is the order of the day.

I have sent a questionnaire to department chairpersons and directors of selected programs at the University of Illinois at Urbana-Champaign and Parkland College as well as gathered information from area social and human services agencies. I am gathering information about educational support programs and services in order to enhance and supplement the schools offerings. Our focus is on middle school students who are low-income and at-risk, and programs which are at no or minimal cost to participants.

I am asking that you complete the attached questionnaire so that we can ascertain whether you would be willing to refer your students to these programs and services. The returns to date include a number of enrichment programs in art and music as well as social services to families.

Thank you in advance for your cooperation.

Sincerely,



Evelyn B. Underwood
Graduate Student

Appendix H
Questionnaire to Teachers
TEACHER QUESTIONNAIRE

Services
86

School _____

Grade level you teach _____

1. Would you be willing to utilize educational support programs and services for your low-income, at-risk students? Yes No

Comments _____

2. Do you currently have students who may benefit from community/university support services and programs? Yes No

Comments _____

3. Would you refer students to a community/university programs or service that would be in line with school policy and procedures? Yes No

Comments _____

4. Do you believe that it would be helpful to have a "hard copy" and a "database" available to principals, counselors, and teachers in each school?

Yes No

Comments _____

5. Should counselors or support services staff make information available at team meetings. Yes No

Comments _____

Appendix I
Letter to CCQE

May 1992

Dear Board and Sub-Committee Members of the Citizens Concerned with Quality Education (CCQE):

This letter is to follow up on our previous conversations and discussions. I have now sent questionnaires to department chairpersons and directors at the University of Illinois at Urbana-Champaign, Parkland College and gathered information about human and social services agencies to seek programs and services to enhance and supplement public school offerings. Results are coming in rapidly.

I now need your assistance in identifying parents and helping me to refine a questionnaire to be administered to parents regarding their utilizing these programs and services. Also, I believe your group could be most helpful in administering the questionnaire if it is decided that we should bring a group of parents together or conduct a door to door campaign.

I have enclosed a rough draft of a survey to parents and another copy of the abstract of my field study proposal for your information and use.

I look forward to hearing from you. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Evelyn B. Underwood". The signature is written in dark ink and is positioned above the printed name.

Evelyn B. Underwood
Graduate Student

Appendix J
Letter to Parents

May 1992

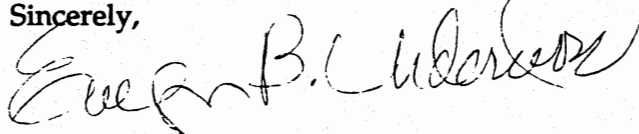
Dear Parents:

In the last few years there has been a dramatic worsening of social conditions in this country because of the extreme cuts in funding for social programs. Thus public schools have been forced to assume new roles and responsibilities in order to help youngsters and their parents deal with complex and harsh social realities. Some states are implementing programs that encourage parents, schools, universities and human and social services programs to work together to help children. State legislators are concerned that parents become aware of programs and services to supplement and enhance the school offerings because there will be fewer state and federal dollars for education. Self-help is the order of the day.

We are in the process of gathering information about programs and services that parents and public school leaders can have access to in order to assist students. We are currently focusing on middle school age youngsters and their parents. We are asking that you complete the attached questionnaire so we can ascertain your interest in programs and services that we discover as a result of a survey sent to the University of Illinois at Urbana-Champaign, Parkland College, and information gathered from human and social services agencies.

Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Evelyn B. Underwood", enclosed within a large, hand-drawn circular loop.

Evelyn B. Underwood
Graduate Student

Appendix K
Questionnaire to Parents/Guardians
PARENT/GUARDIAN QUESTIONNAIRE

Services

89

Your name (optional) _____

Address (optional) _____

School your student attends _____

Grade your student is in _____

1. Would you be willing for your child to utilize community/university educational programs and services? Yes No

If yes, which of the following types of programs and services would you be interested in for your student? Check all that apply.

- ☐ Math ☐ Science ☐ Art/Music ☐ Humanities
☐ Tutorial Services ☐ Social/support services for the family
☐ Other _____

2. Would you need transportation for your child to/from these programs and services?
 Yes No

3. Would you be willing to pay for these educational programs and services?
 Yes No

4. Would you be receptive to a partial or full scholarship if one were available for these educational programs and services? Yes No

5. Would you attend informational workshops? Yes No

If no, please explain. _____

6. Would you be interested in this information being made available to you?

 Yes No

If yes, what is the best way to get information to you.

- ☐ School Newsletter ☐ Notice from teacher/counselor
☐ Church Bulletin ☐ Parent Group
☐ Social services agency ☐ Other _____

7. Which of the educational programs and services do you believe will benefit your child most? (If you are uncertain, please consult you child before answering.)

- ☐ Math ☐ Science ☐ Art/Music ☐ Humanities
☐ Tutorial Services ☐ Social/support services for the family
☐ Other _____